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Language and Culture Nine-year Program

Classroom Assessment Materials

Grade 5

2009

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Classroom Assessment Materials

Grade 5

Spanish Language and Culture

Purpose

This document is designed to provide assessment materials for specific Grade 5 outcomes in the Spanish Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 5 learning outcomes from the Spanish Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 5.

About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 5 outcomes from the *Applications* and *Global Citizenship* components in the Spanish Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

Assessment for learning, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

Assessment of learning, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction, e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

"The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts."¹ When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart² clarifies the differences between assessment of learning and assessment for learning.

Assessment for Learning (formative assessment)	Assessment of Learning (summative assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

Mi horario de clases / My School Timetable

Student's Performance Task Description

To help you and your classmates get organized, your teacher has asked you to write your own school timetable, in Spanish, to keep in your notebook or locker.

Principal Outcomes

A-5 *To extend their knowledge of the world*

- ☐ **A-5.2** gather and organize information
a. sequence items in different ways

Supporting Outcomes

LC-1 *Attend to form*

- ☐ **LC-1.2** orthography
a. copy familiar words, phrases and sentences
- ☐ **LC-1.3** lexicon
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

LC-4 *Apply knowledge of how discourse is organized, structured and sequenced*

- ☐ **LC-4.1** cohesion/coherence
a. sequence elements of a simple story, process or series of events

S-3 *General learning*

- ☐ **S-3.1** cognitive
a. use simple cognitive strategies to enhance general learning

Materials

- Blank paper to create school schedules
- Available vocabulary regarding times, days of the week, school subjects and words to describe familiar parts of the school day; e.g., break, lunch, dismissal

Alternative Assessment Task

A friend of yours has missed school. Write down all the days, classes and homework your friend has missed. Use a computer program to organize the information into a chart.

Mi horario de clases / My School Timetable

Performance Task Description

To help you and your classmates get organized, your teacher has asked you to write your own school timetable, in Spanish, to keep in your notebook or locker.

Instructions

1. To create your school timetable in Spanish, create a chart or table to fit in all your classes and other parts of the school day; e.g., breaks and a lunch hour.
2. Make sure you are able to find all the Spanish words you need to write your timetable; e.g.,
 - *las clases* / names of classes
 - *las horas* / times
 - *días de la semana* / days of the week
 - *partes del día (el almuerzo, despedida)* / parts of the day (lunch, dismissal).
3. Create your timetable.

Evaluation Tools

- Teacher Rating Scale
- Teacher Feedback
- Peer Assessment
- Rubric

Mi horario de clases / My School Timetable: Teacher Rating Scale

Nombre: _____

Fecha: _____

The student can ...	Yes	A Good Start	Not Yet
A-5.2a • sequence items in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2a • copy familiar words, phrases and sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.3a • use a repertoire of words and phrases in familiar contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-4.1a • sequence elements of a simple story, process or series of events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths			
Challenges			



Mi horario de clases / My School Timetable: Teacher Rating Scale

Nombre: _____

Fecha: _____

The student can ...	Yes	A Good Start	Not Yet
A-5.2a • sequence items in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2a • copy familiar words, phrases and sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.3a • use a repertoire of words and phrases in familiar contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-4.1a • sequence elements of a simple story, process or series of events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths			
Challenges			

Mi horario de clases / My School Timetable: Teacher Feedback

The student or teacher may comment on the following criteria:

The student ...

A-5.2a sequences items in different ways

LC-1.2a copies familiar words, phrases and sentences

LC-1.3a uses words and phrases in familiar contexts

Fecha: _____

Querido(a) _____,

When you made your school timetable, I noticed that you ...☺

I also noticed ...

Next time you may want to try ...

From _____

Mi horario de clases / My School Timetable: Peer Assessment

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

My reflections on your work

- In your school timetable, I noticed ...

A compliment ...

Some advice for next time ...

Student Response to Peer Assessment

Nombre: _____

When I read my peer's comments on my work ...

- S-3.1a
- I realize that I was successful at ...

- S-3.1a
- I have learned that next time I could ...

Mi horario de clases / My School Timetable: Rubric

Nombre: _____

Fecha: _____

Level	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
The student... LC-5.2a, LC-4.1a • puts items in order	presents items in the timetable in a purposeful order	presents items in the timetable in a systematic order	presents items in the timetable in a simplistic order	presents items in the timetable in a haphazard order	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
LC-1.2a, LC-1.3a • uses familiar language	uses relevant , familiar words, phrases and sentences	uses appropriate , familiar words, phrases and sentences	uses related , familiar words, phrases and sentences	uses unrelated but familiar words, phrases and sentences	

Celebramos la semana de la lectura / Celebrate Reading Week

Student's Performance Task Description

It is *celebramos la semana de la lectura / Celebrate Reading Week* at your school. Your class has been reading simple Spanish stories and poems. You have been talking about how the stories and poems make you feel and about your favourite parts or characters. As part of a *celebramos la semana de la lectura / Celebrate Reading Week* display in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Spanish story or poem.

Principal Outcomes	
A-2 <i>To express emotions and personal perspectives</i>	<input type="checkbox"/> A-2.1 share ideas, thoughts, opinions, preferences <ol style="list-style-type: none"> a. identify favourite people, places or things b. express a personal response to a variety of situations
GC-2 <i>Affirming diversity</i>	<input type="checkbox"/> GC-2.3 awareness of own culture <ol style="list-style-type: none"> b. make connections between individuals or situations in texts and their own personal experiences
Supporting Outcomes	
LC-1 <i>Attend to form</i>	<input type="checkbox"/> LC-1.2 orthography <ol style="list-style-type: none"> a. copy familiar words, phrases and sentences
LC-2 <i>Interpret and produce texts</i>	<input type="checkbox"/> LC-2.5 written production <ol style="list-style-type: none"> a. produce simple written sentences in guided situations <input type="checkbox"/> LC-2.7 representation <ol style="list-style-type: none"> a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations
S-2 <i>Language use</i>	<input type="checkbox"/> S-2.3 productive <ol style="list-style-type: none"> a. use a variety of simple productive strategies, with guidance

Materials

- Visual supports on walls regarding emotions and feelings
- A brainstormed class list of useful vocabulary and structures; e.g., I understand, I want, I feel, I hope, I wish, because...

Alternative Assessment Task

Using sentence prompts provided by the teacher, interview a classmate about his or her favourite Spanish story or poem. Discuss his or her favourite parts or characters and how the story or poem made him or her feel. Talk about the feelings/emotions expressed.

Celebramos la semana de la lectura / Celebrate Reading Week

Performance Task Description

It is *celebramos la semana de lectura / Celebrate Reading Week* at your school. Your class has been reading simple Spanish stories and poems. You have been talking about how the stories and poems make you feel and about your favourite parts or characters. As part of a *celebramos la semana de lectura / Celebrate Reading Week* display in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Spanish story or poem.

Instructions

1. Decide how you will share your work; e.g., poster, brochure, letter, card, booklet.
2. Choose a Spanish story or poem to share.
3. Share your favourite person, place or thing from the story or poem.
4. Share the different emotions and feelings portrayed in the story or poem.
5. How does the story or poem make you feel?
6. Use the following sentence starters to write your Spanish sentences.

- *Leo* _____. / I am reading _____.
- *Me gusta* _____ *porque* _____. / I like _____ because _____.
- *Cuando pienso en* _____ *siento que* _____. / When I think of _____ I feel _____.
- *Estoy* _____ *cuando* _____. / I feel _____ when _____.

7. Write, in English, about a time you shared the same feelings or experienced a similar situation as those in the story or poem.
8. Create your presentation for the display. Write your Spanish sentences and English explanation. Use pictures or other visuals to support your message.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Rubric

Celebramos la semana de la lectura / Celebrate Reading Week: Teacher Rating Scale

Nombre: _____

Fecha: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
A-2.1a • identifies a favourite person, place or thing in the text	●	●	●	●
LC-1.2a • copies familiar words or sentences in Spanish	●	●	●	●
LC-2.7a • uses visuals to express meaning	●	●	●	●
GC-2.3b • makes a personal connection to characters or the situation in the text	●	●	●	●

Comments

Celebramos la semana de la lectura / Celebrate Reading Week:
Self-assessment Rating Scale

Nombre: _____

Fecha: _____

In this task, I could ...	Yes	Getting There	Not Yet
A-2.1a • share my favourite part or character from the story or poem I know this because ...			
A-2.1b • share how the story or poem made me feel I know this because ...			
GC-2.3b • explain, in English, what I have in common with the character or the situation in the story or poem I know this because ...			
S-2.3a, • use the sentence starters my teacher gave me LC-2.5a to write my Spanish sentences I know this because ...			
LC-2.7a • use pictures or other visuals to help explain my message I know this because ...			
I am proud of my <i>Celebramos la semana de la lectura / Celebrate Reading Week</i> display because ...			

Celebramos la semana de la lectura / Celebrate Reading Week:
Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

You could ...		Yes	Getting There	Not Yet	Feedback
A-2.1b, LC-2.5a	<ul style="list-style-type: none"> write, in Spanish, how the story or poem made you feel 				
A-2.1a, LC-2.5a	<ul style="list-style-type: none"> write, in Spanish, about your favourite part of the story or poem 				
LC-2.7a, S-2.3a	<ul style="list-style-type: none"> display your presentation in an interesting way 				

Something I really liked about your presentation ...

Some advice for next time would be ...

My partner's response to my feedback ...

Celebramos la semana de la lectura / Celebrate Reading Week

Nombre: _____

Fecha: _____

Level Criteria	Excellent	Very Good	Acceptable	Not Yet	Insufficient/Blank
A-2.1a, A-2.1b • expresses feelings about favourite parts of the text	expresses feelings and identifies favourite parts of the text in an articulate, detailed and comprehensive manner <input type="checkbox"/>	expresses feelings and identifies favourite parts of the text in a thoughtful and complete manner <input type="checkbox"/>	expresses feelings and identifies favourite parts of the text in an appropriate and simplistic manner <input type="checkbox"/>	expresses feelings and identifies favourite parts of the text in an superficial and vague manner <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task <input type="checkbox"/>
6C-2.3b • makes a personal connection with the text	makes an insightful personal connection with the text <input type="checkbox"/>	makes a thoughtful personal connection with the text <input type="checkbox"/>	makes a general personal connection with the text <input type="checkbox"/>	makes a superficial personal connection with the text <input type="checkbox"/>	<input type="checkbox"/>
LC-1.2a, LC-2.5a • creates simple sentences and uses familiar words	creates simple sentences that are accurate and uses familiar words effectively <input type="checkbox"/>	creates simple sentences that are mostly accurate and uses familiar words appropriately <input type="checkbox"/>	creates simple sentences that are somewhat accurate and uses familiar words simplistically but with occasional errors <input type="checkbox"/>	creates simple sentences that are inaccurate and/or uses familiar words inappropriately <input type="checkbox"/>	<input type="checkbox"/>
LC-3.4a, S-2.3a • uses visuals to support presentation	uses vivid visuals to significantly enhance presentation <input type="checkbox"/>	uses interesting visuals to substantially improve presentation <input type="checkbox"/>	uses simplistic visuals to support presentation <input type="checkbox"/>	visuals lack appeal and/or do little to support presentation <input type="checkbox"/>	<input type="checkbox"/>

El tablón de anuncios al centro cultural / Cultural Centre Bulletin Board

Student's Performance Task Description

A cultural centre in your community has asked local second-language classes to take turns creating educational bulletin-board displays about languages for the centre. Your Spanish class has decided to create a bulletin-board display showing how different languages are written, using examples from your own community.

Principal Outcomes

GC-2 Affirming diversity

- ☐ **GC-2.2 general language knowledge**
 - a. identify differences and similarities among writing systems from different languages within their personal experience
- ☐ **GC-2.3 awareness of own culture**
 - a. recognize similarities between their own culture and other cultures

Supporting Outcomes

GC-1 Historical and contemporary elements of the cultures of the Spanish-speaking world

- ☐ **GC-1.3 applying cultural knowledge**
 - a. identify elements of the cultures of the Spanish-speaking world in the school and community

S-1 Language learning

- ☐ **S-1.1 cognitive**
 - a. use a variety of simple cognitive strategies, with guidance, to enhance language learning

Materials

- Samples of writing in other languages from the community; e.g., menus; pamphlets; information from a cultural centre, public library or yellow pages; publications from a legion or health clinic

Alternative Assessment Task

Create a poster for display in the classroom that shows an example of the writing system of a different language and a statement about how it is both different from and similar to English.

El tablón de anuncios al centro cultural / **Cultural Centre Bulletin Board**

Performance Task Description

A cultural centre in your community has asked local second-language classes to take turns creating educational bulletin-board displays about languages for the centre. Your Spanish class has decided to create a bulletin-board display showing how different languages are written, using examples from your own community.

Instructions

1. Think about or look at examples of writing in different languages from your community.
2. With a partner or in a small group, discuss how the writing systems of the different languages seem both different from and similar to English.
3. With your teacher's help, discuss how the writing systems of the different languages seem both different from and similar to one another.
4. On a piece of paper, paste an example of writing in a different language and write statement about it; e.g., "Letters in Cantonese look like pictures."
5. Share your finished product with your classmates.

Evaluation Tools

- Teacher Rating Scale and Checklist
- Self-assessment
- Peer Assessment

***El tablón de anuncios al centro cultural / Cultural Centre
Bulletin Board: Teacher Rating Scale and Checklist***

Nombre: _____

Fecha: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
GC-2.2a • identifies differences and similarities among the writing systems of different languages in the presentation	●	●	●	●
GC-2.3a • recognizes similarities between their own culture and other cultures	●	●	●	●

Checklist Criteria

The student ...	Yes	Not Yet
GC-1.3a • identifies elements of the cultures of the Spanish-speaking world in the school and community	<input type="checkbox"/>	<input type="checkbox"/>
S-1.1a • uses a variety of simple cognitive strategies, with guidance, to enhance language learning	<input type="checkbox"/>	<input type="checkbox"/>

Comments

El tablón de anuncios al centro cultural /
Cultural Centre Bulletin Board: Self-assessment

Nombre: _____

Fecha: _____

Criteria: GC-1.3a, GC-2.2a, S-1.1a The student identifies elements of the culture in the school and community; identifies differences and similarities in writing systems

My sample is from this language ...	Where does the sample come from?	How is this sample different from other types of writing?	How is this writing similar to other types of writing?

What I have learned about the writing systems of other languages ...

I would like to learn more about ...

El tablón de anuncios al centro cultural /
Cultural Centre Bulletin Board: Peer Assessment

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

S-1.1a My reflections on your work

On your display for the bulletin board, I noticed that what you did really well was ...

Something I learned from your display was ...

Something I would suggest is ...

Student Response to Peer Assessment

Nombre: _____

When I read my peer's comments on my work ...

- I realize that I was successful at ...

- I have learned that next time I could ...

Actividad del viernes / Friday Activity

Student's Performance Task Description

Each Friday, your teacher will choose a card that has a suggested *actividad del viernes / Friday* activity written by a student in your Spanish class. The activity will be used to practise Spanish in that day's lesson. Think of an *actividad del viernes / Friday* activity, write it on your card and submit it to your teacher.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.2 state personal actions b. express a wish or a desire to do something <input type="checkbox"/> A-3.3 manage group actions b. suggest, initiate or direct action in group activities

Supporting Outcomes	
<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.5 written production a. produce simple written sentences in guided situations
<i>LC-3 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> LC-3.4 social conventions a. use basic conventions of courtesy

Materials

- A brainstormed list of suggested activities to practise Spanish

Alternative Assessment Task

Your teacher will be away from school for a day and is not able to get a Spanish-speaking substitute. Your teacher has asked each of you to e-mail a short note, in Spanish, suggesting an activity you could do to practise Spanish while your teacher is away.

Actividad del viernes / Friday Activity

Performance Task Description

Each Friday, your teacher will choose a card that has a suggested *actividad del viernes / Friday activity* written by a student in your Spanish class. The activity will be used to practise Spanish in that day's lesson. Think of an *actividad del viernes / Friday activity*, write it on your card and submit it to your teacher.

Instructions

1. Think of an activity that could be used to practise Spanish.
2. Your teacher will give you a small card on which you will write your suggested activity in Spanish.

Sample

Querido(a) Señor(a) _____ / Dear Mr./Mrs. _____

Me gustaría _____ (*jugar/hacer/leer*) _____ *el viernes próximo.* /
I want to _____ (play/do/read) _____ on Friday.

Atentamente, / Sincerely,

(mi nombre) _____ / (Student's name) _____.

3. Submit the card to the teacher.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale
- Teacher or Peer Assessment

Actividad del viernes / Friday Activity: Teacher Rating Scale

Nombre: _____

Fecha: _____

The student can ...

	Yes	A Good Start	Not Yet
A-3.3b • suggest, initiate or direct action in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.2b • express a wish or a desire to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-2.5a • produce simple written sentences in Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-3.4a • use basic conventions of courtesy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges

**Actividad del viernes / Friday Activity: Teacher Rating Scale**

Nombre: _____

Fecha: _____

The student can ...

	Yes	A Good Start	Not Yet
A-3.3b • suggest, initiate or direct action in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.2b • express a wish or a desire to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-2.5a • produce simple written sentences in Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-3.4a • use basic conventions of courtesy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges

Actividad del viernes / Friday Activity:
Self-assessment Rating Scale

Nombre: _____

Fecha: _____

I can ...	Yes	A Good Start	Not Yet	I know this because ...
A-3.2b, LC-2.5a • suggest a Friday activity I want to do				
LC-3.4a • write my card, using polite words				

Actividad del viernes / Friday Activity:
Teacher or Peer Assessment

The student or teacher may comment on the following criteria:

The student ...

A-3.2b expresses a wish or a desire to do something

A-3.3b suggests action in group activities

LC-2.5a produces simple written sentences

LC-3.4a uses basic conventions of courtesy

Fecha: _____

Querido(a) _____,

When you made your suggestion card for the Friday Activity, I noticed that you...☺

I also noticed...

Next time you may want to try ...

From _____

Ideas acerca de la cultura / Ideas about Culture

Student's Performance Task Description

Your school is holding an Open House where your class will showcase Spanish culture. With your teacher, you and your classmates will review your knowledge of Spanish culture and choose examples to display.

Principal Outcomes

GC-1 *Historical and contemporary elements of the cultures of the Spanish-speaking world*

- ☐ **GC-1.1** *accessing/analyzing cultural knowledge*
 - a. make observations about the cultures
- ☐ **GC-1.4** *diversity within the cultures of the Spanish-speaking world*
 - a. identify some elements that reflect diversity within the cultures of the Spanish-speaking world

Supporting Outcomes

S-3 *General learning*

- ☐ **S-3.1** *cognitive*
 - a. use simple cognitive strategies to enhance general learning; e.g., use mental images, connect what is already known with what is being learned

Materials

- Small sticky notes or chart paper

Alternative Assessment Task

Your Spanish class will conduct a cultural exchange with a Grade 5 class of another language. Think of different aspects of Spanish culture and create displays, activities or performances to illustrate them.

Ideas acerca de la cultura / Ideas about Culture

Performance Task Description

Your school is holding an Open House where your class will showcase Spanish culture. With your teacher, you and your classmates will review your knowledge of Spanish culture and choose examples to display.

Instructions

1. Your teacher will give you sticky notes.
2. On each sticky note, write a single idea or fact about Spanish culture; e.g., on one sticky note, write the name of a Spanish meal; on another sticky note, write the name of a sport that is very popular in a Spanish-speaking country.
3. If you are having trouble remembering information about Spanish culture, think about how you can find this information around you. Look at the posters on the wall, check in textbooks, look in your notebook or think about a cultural experience you have had.
4. Gather all of your sticky notes and put them on the board.
5. With your teacher's help, create categories; e.g., all the food items would go under a category called *La comida* / FOOD.
6. Use your categories to help you decide which items to showcase at the Open House; e.g., traditional clothing, musical instruments, objects.

Evaluation Tools

- Student Reflections
- Teacher Feedback to Student Reflections
- Observation Checklist

Ideas acerca de la cultura / Ideas about Culture:
Student Reflections

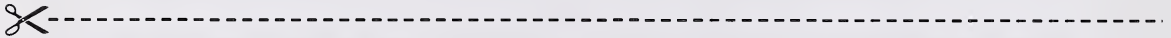
Nombre: _____

Fecha: _____

<p>GC-1.1a</p> <ul style="list-style-type: none"> • observations of the cultures <p>GC-1.4a</p> <ul style="list-style-type: none"> • identify elements of the cultures <p>S-3.1a</p> <ul style="list-style-type: none"> • use mental images to remember new information 	<p>When I put my sticky notes on the board to share ideas about Spanish culture with the class, I noticed ...</p>
<p>GC-1.1a</p> <ul style="list-style-type: none"> • observations of the cultures <p>GC-1.4a</p> <ul style="list-style-type: none"> • identify elements of the cultures <p>S-3.1a</p> <ul style="list-style-type: none"> • connect what is already known with what is being learned 	<p>After reading all my classmates' sticky notes, what I learned about Spanish culture today was ...</p>

Ideas acerca de la cultura / Ideas about Culture:
Teacher Feedback to Student Reflections

Nombre: _____		Fecha: _____	
GC-1.1a <ul style="list-style-type: none"> • observations of the cultures GC-1.4a <ul style="list-style-type: none"> • identify elements of the cultures S-3.1a <ul style="list-style-type: none"> • cognitive strategies; e.g., use mental images to remember new information 	On your reflections about the cultural activity, I noticed ...		
	A suggestion I would like to offer is ...		



Ideas acerca de la cultura / Ideas about Culture:
Teacher Feedback to Student Reflections

Nombre: _____		Fecha: _____	
GC-1.1a <ul style="list-style-type: none"> • observations of the cultures GC-1.4a <ul style="list-style-type: none"> • identify elements of the cultures S-3.1a <ul style="list-style-type: none"> • cognitive strategies; e.g., use mental images to remember new information 	On your reflections about the cultural activity, I noticed ...		
	A suggestion I would like to offer is ...		

Ideas acerca de la cultura / Ideas about Culture:
Observation Checklist

Fecha: _____

Criteria: GC-1.1a The student makes observations about the cultures			
Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
Considerations for future planning <div style="height: 40px; border: 1px solid black;"></div>			

Investigando la escuela / Investigating the School

Student's Performance Task Description

The Parent Council has offered to buy materials to help support the school's Spanish program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the Parent Council. Tour the school to look for evidence of Spanish language and culture. Share your observations with others.

Principal Outcomes	
A-1 <i>To impart and receive information</i>	<input type="checkbox"/> A-1.1 share factual information c. describe people, places and things
A-5 <i>To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.1 discover and explore a. investigate the immediate environment <input type="checkbox"/> A-5.2 gather and organize information b. record and share personal knowledge of a topic
GC-1 <i>Historical and contemporary elements of the cultures of the Spanish-speaking world</i>	<input type="checkbox"/> GC-1.3 applying cultural knowledge a. identify elements of the cultures of the Spanish-speaking world in the school and community

Supporting Outcomes	
LC-1 <i>Attend to form</i>	<input type="checkbox"/> LC-1.3 lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
LC-2 <i>Interpret and produce texts</i>	<input type="checkbox"/> LC-2.2 oral production a. produce simple oral sentences in guided situations

Materials

- A brainstormed list of possible elements of Spanish language and culture; e.g., date, food, families
- Visual support of places in the school and prepositions of place; e.g., on, above, in, beside

Alternative Assessment Task

Gather information about the elements of Spanish language and cultures you observe in your home and community (e.g., magazines; from CDs, DVDs and art; in the library; on bulletin boards at the grocery store) and create a display. Include a brief description, in Spanish, of where each item was found.

Investigando la escuela / Investigating the School

Performance Task Description

The Parent Council has offered to buy materials to help support the school's Spanish program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the Parent Council. Tour the school to look for evidence of Spanish language and culture. Share your observations with others.

Instructions

1. With your teacher and classmates, brainstorm some of the people, places and things that you might find in your school that reflect Spanish language and cultures; e.g., signs, library books, posters, places in the school, people.
2. With your teacher's help, create a chart that you will use to record information about examples of Spanish language and cultures.

Sample chart

	<i>Ejemplos de la Cultura / Examples of Culture</i>	<i>¿Dónde? / Where?</i>
1.		
2.		
3.		
4.		
5.		
6.		

3. Take an investigative tour of your school and look for elements of Spanish language and cultures.
4. Record your results or findings on your chart, in Spanish.
5. Use your chart to discuss, in Spanish, your observations with classmates and to make a full list of materials to buy for the school.

Evaluation Tools

- Teacher Checklist
- Self-assessment and Goal Setting
- Peer Assessment

Investigando la escuela / Investigating the School: Teacher Checklist

Fecha: _____

The students can ...	A-5.1a investigate the immediate environment		6C-1.3a identify elements of culture in the school		A-5.2b record and share personal knowledge of the topic	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
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Investigando la escuela / Investigating the School: Self-assessment and Goal Setting

Nombre: _____

Fecha: _____

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

Criteria Statements

A-5.1a,
GC-1.3a

- finding information in my school about Spanish language and cultures

A-1.1c

- describing what I found and where I found it

LC-1.3a

- using a chart to record what I found

LC-2.2a

- using simple sentences when talking to someone else

I'm especially proud of ...

because ...

Something I want to try
again is ...

(your own ideas here)

surprised me because ...

Next time I would try ...

because ...

Investigando la escuela / Investigating the School: Peer Assessment

Provide positive feedback to up to four of your classmates using the cards below
(A-1.1c, A-5.2b, LC-1.3a, LC-2.2a)

Fecha: _____

Criteria: described what elements of
Spanish language and culture you found in
the school and where you found them

Querido(a) _____,

When you presented your school
investigation, I noticed you ... ☺

From _____

Fecha: _____

Criteria: described what elements of
Spanish language and culture you found in
the school and where you found them

Querido(a) _____,

When you presented your school
investigation, I noticed you ... ☺

From _____

Fecha: _____

Criteria: described what elements of
Spanish language and culture you found in
the school and where you found them

Querido(a) _____,

When you presented your school
investigation, I noticed you ... ☺

From _____

Fecha: _____

Criteria: described what elements of
Spanish language and culture you found in
the school and where you found them

Querido(a) _____,

When you presented your school
investigation, I noticed you ... ☺

From _____

Para divertirse / Just for Fun

Student's Performance Task Description

The principal of your school has asked your Spanish class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

Principal Outcomes	
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.1 humour/fun a. use the language for fun <input type="checkbox"/> A-6.2 creative/aesthetic purposes a. use the language creatively <input type="checkbox"/> A-6.3 personal enjoyment a. use the language for personal enjoyment
Supporting Outcomes	
<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.5 written production a. produce simple written sentences in guided situations <input type="checkbox"/> LC-2.7 representation a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations
<i>LC-4 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-4.1 cohesion/coherence a. sequence elements of a simple story, process or series of events <input type="checkbox"/> LC-4.2 text forms a. recognize some simple oral and written text forms
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.3 productive a. use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide details

Materials

- Examples of various simple comic strips
- Materials to create original comic strips

Alternative Assessment Task

Your class has been reading cartoons as examples of Spanish humour. Use your own sense of humour to write captions, in Spanish, for comic strips or picture stories.

Para divertirse / Just for Fun

Performance Task Description

The principal of your school has asked your Spanish class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

Instructions

1. Look at the examples of different comic strips to get ideas for writing your own comic strip.
2. Brainstorm some funny situations with your classmates.
3. Choose one of these situations and think about how you could tell this story. Make sure your comic strip is respectful.
4. Create your own comic strip, using simple Spanish sentences and pictures to express your message.
5. Submit your comic strip to the teacher.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Peer-assessment Rating Scale
- Rubric

Para divertirse / Just for Fun: Teacher Rating Scale

Nombre: _____

Fecha: _____

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• demonstrate humour and creativity			
LC-2.5a	• use simple sentences, in Spanish, to describe the events of a simple story			
LC-4.1a	• sequence events in a logical way			
LC-2.7a	• use visuals to express meaning			



Para divertirse / Just for Fun: Teacher Rating Scale

Nombre: _____

Fecha: _____

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• demonstrate humour and creativity			
LC-2.5a	• use simple sentences, in Spanish, to describe the events of a simple story			
LC-4.1a	• sequence events in a logical way			
LC-2.7a	• use visuals to express meaning			

Para divertirse / Just for Fun:
Self-assessment Rating Scale and Teacher Feedback

Nombre: _____

Fecha: _____

Para divertirse / Just for Fun: Self-assessment Rating Scale

In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-2.5a, LC-4.1a	• tell a simple story			
A-6.1a, A-6.2a	• write a funny story			
S-2.3a	• use illustrations to go with my story			
A-6.3a, LC-4.2a	• show a funny situation			
LC-4.2a, LC-2.7a	• use pictures and captions to tell my story			

When I think about making a comic strip, I ...

What I would do next time is ...

Para divertirse / Just for Fun: Teacher Feedback

Based on the criteria above, I ...

Para divertirse / Just for Fun: Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

	You can ...	Yes	A Good Start	Not Yet	Feedback
A-6.1a, A-6.2a	<ul style="list-style-type: none"> use the language creatively and for fun 				
LC-2.5a, LC-2.7a, LC-4.2a	<ul style="list-style-type: none"> tell a story that makes sense in your comic strip 				
LC-2.7a, S-2.3a, A-6.3a	<ul style="list-style-type: none"> use pictures to tell your story and make it funny 				
Something I really liked about your comic strip was ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

Para divertirse / Just for Fun: Rubric

Nombre: _____

Fecha: _____

Level	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
The student ...					
A-6.1a, A-6.2a • uses the language to express creativity and for fun	uses the language effectively to express creativity and for fun	uses the language thoughtfully to express creativity and for fun	uses the language simplistically to express creativity and for fun	uses the language ineffectively to express creativity and for fun	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
LC-2.5a, LC-4.1a • writes simple sentences to sequence events	writes precise simple sentences to sequence events in an insightful manner	writes correct simple sentences to sequence events in a logical manner	writes partially correct simple sentences to sequence events in a simplistic manner	writes incorrect simple sentences and/or the sequence of events is confusing	
LC-2.7a, S-2.3a • uses visuals to support presentation	uses compelling visuals to support presentation	uses effective visuals to support presentation	uses predictable visuals to support presentation	may use visuals but they do little to support presentation	

Los idiomas son importantes / Languages Are Important

Student's Performance Task Description

Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

Principal Outcomes

GC-3 *Personal and career opportunities*

- ☐ **GC-3.1** the Spanish-speaking world and cultures
 - a. identify some personal uses they have made of their knowledge of Spanish and of the cultures of the Spanish-speaking world
- ☐ **GC-3.2** cultural and linguistic diversity
 - a. identify some personal uses they have made of their knowledge of different languages and cultures

Supporting Outcomes

S-3 *General learning*

- ☐ **S-3.2** metacognitive
 - a. use simple metacognitive strategies to enhance general learning; e.g., reflect upon your thinking processes and how you learn, keep a learning log
- ☐ **S-3.3** social/affective
 - a. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative learning activities, brainstorm

Materials

- Chart paper or a whiteboard to record responses

Alternative Assessment Task

Write to a grandparent or other older relative who does not live near you and tell them about your Spanish class. Explain to your relative why you think knowing other languages and cultures is helpful.

Los idiomas son importantes / Languages Are Important

Performance Task Description

Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

Instructions

1. Think about how learning Spanish has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence: "*Aprender el español es muy útil porque ...*" / "Learning Spanish has been helpful because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. In a language learning log, journal or in your notebook, write down your thoughts about:
 - a. how learning Spanish has been helpful to you
 - b. how other languages and cultures you know about have been helpful to you.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Self-assessment

Los idiomas son importantes / Languages Are Important: Teacher Rating Scale

Fecha: _____

The students can ...	GC-3.1a identify some personal uses they have made of their knowledge of Spanish language and culture			GC-3.2a identify some personal uses they have made of their knowledge of different languages and cultures		
	Yes	A Good Start	Not Yet	Yes	A Good Start	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
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18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

Los idiomas son importantes / Languages Are Important:
Self-assessment Rating Scale and Teacher Feedback

Nombre: _____

Fecha: _____

Los idiomas son importantes / Languages Are Important:
Self-assessment Rating Scale

In this activity ...		Yes	A Good Start	Not Yet
S-3.2a	<ul style="list-style-type: none"> I used my thinking time well 			
S-3.3a	<ul style="list-style-type: none"> I actively participated in class brainstorming 			
GC-3.1a	<ul style="list-style-type: none"> I explained how knowing about Spanish language and cultures has been useful to me 			
GC-3.2a	<ul style="list-style-type: none"> I explained how knowing about other languages and cultures has been useful to me 			

Please notice ...

If I could participate in a similar activity again, I would ...

Los idiomas son importantes / Languages Are Important:
Teacher Feedback

Regarding your self-assessment, I would like to tell you ...

Los idiomas son importantes / Languages Are Important:
Self-assessment

Nombre: _____

Fecha: _____

S-3.2a Taking the time to think about how languages and cultures have been helpful to me is beneficial because ...

S-3.3a Participating in a class discussion can help me because ...

S-3.2a Writing my thoughts about languages and cultures can help me because ...



Los idiomas son importantes / Languages Are Important:
Self-assessment

Nombre: _____

Fecha: _____

S-3.2a Taking the time to think about how languages and cultures have been helpful to me is beneficial because ...

S-3.3a Participating in a class discussion can help me because ...

S-3.2a Writing my thoughts about languages and cultures can help me because ...

¡Vamos a cantar! / Let's Sing!

Student's Performance Task Description

Your teacher wants your Spanish class to share something about the Spanish culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Spanish culture and teach it to the other students.

Principal Outcomes

A-6 <i>For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.1 humour/fun a. use the language for fun
GC-1 <i>Historical and contemporary elements of the cultures of the Spanish-speaking world</i>	<input type="checkbox"/> GC-1.2 knowledge of the cultures of the Spanish-speaking world a. participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world <input type="checkbox"/> GC-1.5 valuing the cultures of the Spanish-speaking world a. participate in cultural activities and experiences

Supporting Outcomes

LC-1 <i>Attend to form</i>	<input type="checkbox"/> LC-1.1 phonology b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases
-----------------------------------	---

Materials

- A written copy of a Spanish song, rhyme or chant; e.g., a skipping rhyme, clapping chant or popular children's song
- A recording of the song, rhyme or chant to use as a model
- Additional information about the song, rhyme or chant; e.g., its origins, meaning or most common usage

Alternative Assessment Task

Learn the birthday song in Spanish. Sing the song whenever someone in your Spanish class has a birthday.

¡Vamos a cantar! / Let's Sing!**Performance Task Description**

Your teacher wants your Spanish class to share something about the Spanish culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Spanish culture and teach it to the other students.

Instructions

1. With your teacher's help, learn a popular Spanish song, rhyme or chant.
2. Learn information about the song, rhyme or chant; e.g., what it means; how it was created; whether children sing it at home, at school or in the community.
3. Practise the song, rhyme or chant until you think you can teach it to someone else.
4. Perform your song, rhyme or chant for your classmates, then tell them some interesting information you found out about it.
5. Teach your song, rhyme or chant to the other students until they can perform it as well.

Evaluation Tools

- Observation Checklist
- Self-assessment
- Peer Assessment

¡Vamos a cantar! / Let's Sing!: Observation Checklist

Fecha: _____

Criteria: LC-1.1b The student uses comprehensible pronunciation, stress and intonation when producing familiar words or phrases

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

¡Vamos a cantar! / Let's Sing!: Self-assessment

Nombre: _____

Fecha: _____

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<u>Criteria</u> A-6.1a, • when I learned the GC-1.2a, song, rhyme or GC-1.5a chant?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> GC-1.2a, • when I told GC-1.5a, someone else about LC-1.1b the song, rhyme or chant?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> GC-1.2a, • when I taught GC-1.5a, the song, rhyme LC-1.1b or chant to someone else?	I also noticed that I need help with ...	next time, I will ...

¡Vamos a cantar! / Let's Sing!: Peer Assessment

Nombre: _____ **Fecha:** _____

Name of the student who taught me a song, rhyme or chant _____

You taught me _____

GC-1.2a, GC-1.5a

I enjoyed ...

I learned ...



¡Vamos a cantar! / Let's Sing!: Peer Assessment

Nombre: _____ **Fecha:** _____

Name of the student who taught me a song, rhyme or chant _____

You taught me _____

GC-1.2a, GC-1.5a

I enjoyed ...

I learned ...

Problemas con el menú del almuerzo / **Lunch Program Problem**

Student's Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to attend the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Spanish class to discuss the problem and come up with possible solutions.

Principal Outcomes

A-5 *To extend their knowledge of the world*

- ☐ **A-5.2** *gather and organize information*
 - b. record and share personal knowledge of a topic
- ☐ **A-5.3** *solve problems*
 - a. identify a problem and search for solutions
 - b. choose from alternative solutions

Supporting Outcomes

LC-1 *Attend to form*

- ☐ **LC-1.3** *lexicon*
 - a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

LC-2 *Interpret and produce texts*

- ☐ **LC-2.5** *written production*
 - a. produce simple written sentences in guided situations

Materials

- A menu of the school lunch program, featuring unhealthy foods

Alternative Assessment Task

Your Spanish teacher has noticed that many of your classmates are spending class time discussing issues at home; e.g., "I want more time on the computer" or "My mom says my room is messy." Your teacher has offered to help you discuss these problems and find solutions. Discuss the problems, their possible solutions and choose a solution to present to your parents.

Problemas con el menú del almuerzo / **Lunch Program Problem**

Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to attend the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Spanish class to discuss the problem and come up with possible solutions.

Instructions

1. Read the current school lunch menu.
2. Write down any problems you see with the food choices on the menu.

Sample phrases

- *El problema es* _____. / The problem is _____.
- *La comida es* _____. / The food is _____.
- *Yo veo que* _____. / I see _____.
- _____ *no es sano.* / _____ is unhealthy.

3. In a small group, write a healthy menu in Spanish.
4. Share the menu with the rest of the class.
5. Decide which menu(s) should be presented to the Parent Council.

Evaluation Tools

- Teacher Rating Scale
- Teacher Checklist
- Self-assessment Rating Scale and Goal Setting

Problemas con el menú del almuerzo / Lunch Program Problem: Teacher Rating Scale

Fecha: _____

Student	A-5.2b records and shares personal knowledge about healthy foods				LC-1.3a, produces simple sentences in guided LC-2.5a situations			
	correctly	mostly correctly	somewhat correctly	incorrectly	almost error-free	few errors	some errors	many errors
1.								
2.								
3.								
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8.								
9.								
10.								
11.								
12.								
13.								
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Problemas con el menú del almuerzo /
Lunch Program Problem: Teacher Checklist

Fecha: _____

The students can ...	A-5.3a identify a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
3.				
4.				
5.				
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9.				
10.				
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Problemas con el menú del almuerzo / Lunch Program Problem:
Self-assessment Rating Scale and Goal Setting

Nombre: _____

Fecha: _____

When solving the problem, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was				
A-5.3a	• help suggest solutions to the problem				
A-5.3b	• pick a solution to the problem				
LC-1.3a	• tell someone else what I know about healthy foods				
LC-1.3a	• use food vocabulary on a menu				
LC-1.3a	• say simple words and phrases				
The next time I help solve a problem in Spanish, I will ...					

Vamos al cine / Movie Time

Student's Performance Task Description

Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

Principal Outcomes

A-1 *To impart and receive information*

- ☐ **A-1.1** share factual information
 - a. ask for and provide information
 - b. respond to simple, predictable questions

Supporting Outcomes

LC-1 *Attend to form*

- ☐ **LC-1.3** lexicon
 - a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

LC-2 *Interpret and produce texts*

- ☐ **LC-2.3** interactive fluency
 - a. engage in simple interactions, using simple sentences

S-2 *Language use*

- ☐ **S-2.3** productive
 - a. use a variety of simple productive strategies, with guidance; e.g., use resources to increase vocabulary

Materials

- An overhead transparency of current information about movies playing in local movie theatres
- A list of brainstormed phrases and sentence prompts to post in the classroom
- Copies of movie listings for student use

Alternative Assessment Task

Your parents have allowed you to invite two friends over for the evening and your friends need more information so they can ask permission to come over; e.g., where you live, the telephone number, what time the evening starts and ends. Give the information, in Spanish, to your friends.

Vamos al cine / Movie Time

Performance Task Description

Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

Instructions

1. To help you think about what movie you will choose, look at some examples of movies playing in the local movie theatre.
2. From the listing, pick a movie for your family and your friend to see.
3. Use the following sentence starters to invite your friend to the movie and answer his or her questions.

Sample sentence starters

- *¿Quieres ver una película?* / Do you want to go see a movie?
- *Quiero ver _____.* / I want to see _____.
- *¿Quieres venir conmigo?* / Do you want to come with me?
- *¿A qué hora es la película?* / What time is the movie?
- *¿Qué película es?* / Which movie is it?
- *La película _____ es el _____ (día de la semana) _____ a (la hora) _____. / The movie _____ is playing at _____ (time) on _____ (days of the week).*

4. Work with a partner to role-play the situation. Take turns playing each role.

Evaluation Tools

- Teacher Checklist
- Self-assessment
- Peer-assessment Rating Scale

Vamos al cine / Movie Time: Teacher Checklist

Fecha: _____

The students can ...	A-1.1a, ask for relevant LC-1.3a information		A-1.1b, provide LC-1.3a, relevant LC-2.3a information	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
3.				
4.				
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30.				

Vamos al cine / Movie Time: Self-assessment

Nombre: _____

Fecha: _____

<i>What did I do well ...</i>	<i>Looking back ...</i>	<i>Looking ahead ...</i>
<u>Criteria</u> A-1.1a • when I gave my partner the information needed? LC-1.3a, • when I used the movie listings to give my partner information? S-2.3a	I also noticed that I need help with ... 	next time, I will ...
<u>Criteria</u> A-1.1a, • when I asked my partner questions to get the information I needed? LC-1.3a S-2.3a • when I used the sentence prompts in the classroom?	I also noticed that I need help with ... 	next time, I will ...

Vamos al cine / Movie Time: Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

	My partner could ...	Yes	Getting There	Not Yet	I know this because ...
A-1.1a, LC-2.3a	<ul style="list-style-type: none"> ask me questions 				
A-1.1a, A-1.1b, LC-1.3a, LC-2.3a	<ul style="list-style-type: none"> give me information about the movie 				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

Dando consejos / Offering Advice

Student's Performance Task Description

Another elementary school in your community is starting a second-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school with a list of reasons to offer a language and culture program so that the school can promote it.

Principal Outcomes

GC-3 *Personal and career opportunities*

- ☐ **GC-3.1** **the Spanish-speaking world and cultures**
 - a. identify some personal uses they have made of their knowledge of Spanish and of the cultures of the Spanish-speaking world
- ☐ **GC-3.2** **cultural and linguistic diversity**
 - a. identify some personal uses they have made of their knowledge of different languages and cultures

Supporting Outcomes

S-3 *General learning*

- ☐ **S-3.3** **social/affective**
 - a. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks, take part in group decision-making processes

Materials

- Chart paper or a whiteboard to record student responses
- A brainstormed list of student-generated ideas about the personal uses and benefits of knowing another language

Alternative Assessment Task

Your class has been asked to prepare materials to promote second-language programs for a display at the local mall. Create a poster that represents the ways in which you have been able to use your knowledge of Spanish language and culture, as well as other languages and cultures.

Dando consejos / Offering Advice

Performance Task Description

Another elementary school in your community is starting a second-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school with a list of reasons to offer a language and culture program so that the school can promote it.

Instructions

1. Think about how learning Spanish has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence: "*Aprender el español es muy útil porque ...*" / "Learning Spanish has been helpful because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. Create a list of all of the ways that learning about other languages and cultures has been helpful to you.

Evaluation Tools

- Observation Checklist
- Teacher Checklist
- Self-assessment Rating Scale

Dando consejos / Offering Advice: Observation Checklist

Fecha: _____

Criteria: S-3.3a The student participates in paired and group discussions to generate ideas and share personal responses

Student	Uses Strategies	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

Dando consejos / Offering Advice: Teacher Checklist

Fecha: _____

The students can ...	GC-3.1a identify some personal uses they have made of their knowledge of the Spanish language and culture		GC-3.2a identify some personal uses they have made of their knowledge of different languages and cultures	
	Yes	A Good Start	Yes	A Good Start
1.				
2.				
3.				
4.				
5.				
6.				
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29.				
30.				

Dando consejos / Offering Advice: Self-assessment Rating Scale

Nombre: _____

Fecha: _____

During the Offering Advice activity, I could ...		Yes	A Good Start	Not Yet
GC-3.1a	• talk about how knowing about Spanish language and culture is helpful			
GC-3.2a	• talk about how knowing about other languages and cultures is helpful			
S-3.3a	• share my ideas and experiences in a class discussion			



Dando consejos / Offering Advice: Self-assessment Rating Scale

Nombre: _____

Fecha: _____

During the Offering Advice activity, I could ...		Yes	A Good Start	Not Yet
GC-3.1a	• talk about how knowing about Spanish language and culture is helpful			
GC-3.2a	• talk about how knowing about other languages and cultures is helpful			
S-3.3a	• share my ideas and experiences in a class discussion			

Opiniones y valores / Opinions and Values

Student's Performance Task Description

In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Spanish class to find examples that illustrate this in a story and then share your findings, in English.

Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.4 explore opinions and values <ol style="list-style-type: none"> a. make connections between behaviour and values b. recognize and respect differences of opinion
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> GC-2.5 valuing diversity <ol style="list-style-type: none"> a. engage in activities that reflect different ways of doing things or other perspectives

Supporting Outcomes

<i>LC-4 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-4.1 cohesion/coherence <ol style="list-style-type: none"> b. link words or groups of words in simple ways
---	---

Materials

- Resources from health class that discuss values and behaviour
- A variety of children's texts (e.g., books, comics) that depict characters with opposing values or behaviours
- A brainstormed class that includes positive (e.g., generosity, friendship), negative (e.g., greed, laziness) and neutral (e.g., privacy) values
- A brainstormed class list of sentence starters (e.g., I think, believe, prefer, like, dislike, agree, disagree) and connecting words (e.g. so, therefore, thus, and, but, because)

Alternative Assessment Task

Think of some of the values that are important to you and how you act in ways to show their importance. Think of a time that you had a difference of opinion with someone about values or behaviours. Share your thoughts with someone else.

Opiniones y valores / Opinions and Values

Performance Task Description

In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Spanish class to find examples that illustrate this in a story and then share your findings, in English.

Instructions

1. With a partner, choose a story where characters have different points of view and behave in opposite or conflicting ways.
2. You and your partner each choose a character and identify two or three behaviours shown by that character in the story.
3. Decide what values the characters demonstrated by each of these behaviours.
4. Think of one or two places in the story where you observed or imagined the characters to have different opinions about something.
5. Tell whether or not you share the same values as your character.
6. Explain your character's values and behaviour to your partner, in English. Your partner will explain his or her character's values and behaviour to you. Discuss how the characters' values and behaviour are different.

Use an organizer such as the following:

- Title of text _____
- Character _____
- Behaviours _____
- Values demonstrated by these behaviours: (circle one) good / bad / neutral

Evaluation Tools

- Observation Checklist
- Self-assessment Rating Scale
- Peer-assessment Rating Scale

Opiniones y valores / Opinions and Values: Observation Checklist

Fecha: _____

Criteria: GC-2.5a The student engages in activities that reflect different ways of doing things or other perspectives

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
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21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
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24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

Opiniones y valores / Opinions and Values:
Self-assessment Rating Scale

Nombre: _____

Fecha: _____

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4b, GC-2.5a	<ul style="list-style-type: none"> talk about the behaviour and values of someone else 				
LC-4.1b	<ul style="list-style-type: none"> use connecting words; e.g., and, then, next, but 				
Next time I will ...					



Opiniones y valores / Opinions and Values:
Self-assessment Rating Scale

Nombre: _____

Fecha: _____

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4b, GC-2.5a	<ul style="list-style-type: none"> talk about the behaviour and values of someone else 				
LC-4.1b	<ul style="list-style-type: none"> use connecting words; e.g., and, then, next, but 				
Next time I will ...					

Opiniones y valores / Opinions and Values:
Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a	• talk about the character's behaviour in the story			
A-5.4b, GC-2.5a	• agree or disagree with me			
Some advice for next time would be ...				



Opiniones y valores / Opinions and Values:
Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a	• talk about the character's behaviour in the story			
A-5.4b, GC-2.5a	• agree or disagree with me			
Some advice for next time would be ...				

Compañero de lectura / Reading Buddy

Student's Performance Task Description

You have been paired with another Grade 5 student for your school's *compañero de lectura / reading buddy* program. Today is the first day of the program. You will greet your *compañero de lectura / reading buddy*, introduce yourself and read a simple Spanish-language poem, nursery rhyme or story.

Principal Outcomes	
A-1 <i>To impart and receive information</i>	<input type="checkbox"/> A-1.1 share factual information a. ask for and provide information
A-6 <i>For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.3 personal enjoyment a. use the language for personal enjoyment
GC-2 <i>Affirming diversity</i>	<input type="checkbox"/> GC-2.6 intercultural skills b. initiate and maintain new relationships

Supporting Outcomes	
LC-1 <i>Attend to form</i>	<input type="checkbox"/> LC-1.1 phonology a. distinguish particular sounds of the language b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases
LC-2 <i>Interpret and produce texts</i>	<input type="checkbox"/> LC-2.2 oral production a. produce simple oral sentences in guided situations
LC-3 <i>Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> LC-3.4 social conventions b. use appropriate oral forms of address for people frequently encountered

Materials

- Simple Spanish-language reading material appropriate for a Grade 4/5 reading level

Alternative Assessment Task

Create a book tape of you reading a Spanish-language poem, nursery rhyme or story to be sent to a Spanish school or class of younger students. Before reading your poem, nursery rhyme or story, introduce yourself and the name of the text you will be reading.

Compañero de lectura / Reading Buddy

Performance Task Description

You have been paired with another Grade 5 student for your school's *compañero de lectura / reading buddy* program. Today is the first day of the program. You will greet your *compañero de lectura / reading buddy*, introduce yourself and read a simple Spanish-language poem, nursery rhyme or story.

Instructions

1. Choose the material you want to read to your *compañero de lectura / reading buddy*. Practise reading to another classmate first to make sure you are reading clearly and that your pronunciation is correct.
2. When you meet your *compañero de lectura / reading buddy*, greet him or her politely and introduce yourself. Tell him or her you will be the *compañero de lectura / reading buddy* for this year. Tell him or her which poem, nursery rhyme or story you will be reading.

Sample dialogue

- *Hola, mi nombre es _____.* / Hello, My name is _____.
 - *¿Cómo te llamas?* / What's your name?
 - *Yo soy tu compañero de lectura este año.* / I am your reading buddy for this year.
 - *Hoy, vamos a leer _____.* / Today we are going to read _____.
3. Read your poem, nursery rhyme or story to your *compañero de lectura / reading buddy*. Make sure to read slowly enough to be understood and concentrate on using good pronunciation. Make sure to change your voice when necessary; e.g., if you see a question mark, you will raise your voice; if you are reading a dialogue in which the character is excited about something, you should make your voice sound excited.

Evaluation Tools

- Teacher Checklist
- Self-assessment
- Self-assessment Rating Scale

Compañero de lectura / Reading Buddy: Teacher Checklist

Fecha: _____

The students can ...	GC-2.6b initiate and maintain new relationships		A-6.3a use the language for personal enjoyment	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
3.				
4.				
5.				
6.				
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Compañero de lectura / Reading Buddy: Self-assessment

Nombre: _____

Fecha: _____

When I read to my reading buddy, I was able to ...	Yes, I did and ...	No, not yet because ...
LC-1.1b <ul style="list-style-type: none"> • make sure I read with a rhythm, or make sure I put stress on certain words 		
LC-1.1a <ul style="list-style-type: none"> • read certain Spanish sounds correctly 		
<p>I am proud of how ...</p> <p>Next time I would ...</p> 		

Compañero de lectura / Reading Buddy: Self-assessment Rating Scale

Nombre: _____

Fecha: _____

In this task, I could ...	Yes	Getting There	Not Yet
LC-3.4b, GC-2.6b, A-1.1a <ul style="list-style-type: none"> introduce myself politely to my reading buddy and ask for his or her name Comments:			
LC-1.1b <ul style="list-style-type: none"> use good pronunciation when reading to my reading buddy Comments:			
A-6.3a <ul style="list-style-type: none"> use Spanish for personal enjoyment Comments:			

Some advice that I would give to others performing this task is ...

Listos para el recreo / Ready for Recess

Student's Performance Task Description

You and your classmates have been complaining that you do not know what to do during recess. Your teacher has invited the class to plan recess activities for the week. Each student has different roles to play. As a planner, you invite others to participate in your activity and respond politely to those who ask to play. As a participant, you choose to participate in an activity planned by others. Ask permission to play and respond politely to others who ask you to participate.

Principal Outcomes

A-3 *To get things done*

- ☐ **A-3.1** *guide actions of others*
c. ask for, grant and deny permission
- ☐ **A-3.2** *state personal actions*
a. indicate choice from among several options
b. express a wish or a desire to do something

A-4 *To form, maintain and change interpersonal relationships*

- ☐ **A-4.1** *manage personal relationships*
a. initiate relationships
b. apologize and refuse politely

Supporting Outcomes

LC-2 *Interpret and produce texts*

- ☐ **LC-2.3** *interactive fluency*
a. engage in simple interactions, using simple sentences

LC-4 *Apply knowledge of how discourse is organized, structured and sequenced*

- ☐ **LC-4.3** *patterns of social interaction*
a. initiate interactions and respond using simple social interaction patterns

Materials

- Recess equipment
- A brainstormed list of possible recess games and activities
- A brainstormed class list of possible questions and responses; e.g.,

Questions

Do you want to play?
Can I please play?
Do you need more players?

Answers

I prefer to play ...
I wish to play ...
Yes, you can play ...
I am sorry. You cannot play because ...
No, thank you. I am playing with ...
Thank you for the invitation.

Alternative Assessment Task

It is Game Day at school and your Spanish class has decided to play a game of Mother May I. The objective of the game is to advance toward Mother at the front of the room by asking permission to do something. If permission is granted, you and your classmates can step or jump forward one step. Mother either grants or denies permission by drawing a Yes or No card each time permission is sought. This game allows you to practise seeking, granting or withholding permission politely and to practise classroom routines and survival language.

Listos para el recreo / Ready for Recess

Performance Task Description

You and your classmates have been complaining that you do not know what to do during recess. Your teacher has invited the class to plan recess activities for the week. Each student has different roles to play. As a planner, you invite others to participate in your activity and respond politely to those who ask to play. As a participant, you choose to participate in an activity planned by others. Ask permission to play and respond politely to others who ask you to participate.

Instructions

As an activity planner

1. Plan an activity to do with others at recess.
2. Invite others to participate in your activity.
3. When others ask to participate in your activity, either give permission or apologize and politely refuse permission.

As a participant in the activity

1. Choose from the activities that others have planned. Tell the activity planner that you wish to participate in his or her activity and ask permission to do so.
2. When the activity planner asks you to participate in his or her activity, either accept or politely refuse.

Sample dialogue

Planner A: *¿Quieres jugar al fútbol conmigo? / Do you want to play soccer with me?*

Participant A: *No, gracias. Estoy jugando 'tag' con Tanya y Manpreet. / No, thank you. I am playing tag with Tanya and Manpreet.*

Participant B: *Sí, por favor. / Yes, please.*

Participant C: *Yo quiero jugar al fútbol. ¿Me dejas jugar contigo? / I want to play soccer. Can I please play with you?*

Planner A: *Sí, tú puedes jugar. O, No, tú no puedes jugar. Lo siento pero tenemos suficientes jugadores. / Yes, you can play. OR No, you cannot play. I am sorry but we have enough players.*

Evaluation Tools

- Observation Checklist
- Self-assessment
- Peer-assessment Rating Scale

Listos para el recreo / Ready for Recess: Observation Checklist

Fecha: _____

Criteria: A-4.1a, LC-2.3a, LC-4.3a The student initiates simple interactions with others

Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

Listos para el recreo / Ready for Recess: Self-assessment

Nombre: _____

Fecha: _____

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<p style="text-align: center;">Activity Planner</p> <p><u>Criteria</u></p> <p>A-3.1c • when I gave or did not give permission for someone to play?</p> <p>A-4.1b • when I apologized and refused politely?</p>	<p>I also noticed that I need help with ...</p>	<p>next time, I will ...</p>
<p style="text-align: center;">Participant</p> <p><u>Criteria</u></p> <p>A-3.1c • when I asked permission to play?</p> <p>A-3.2a • when I said which game I wanted to play?</p> <p>A-3.2b • when I told others what I wanted to do?</p>	<p>I also noticed that I need help with ...</p>	<p>next time, I will ...</p>
<p>I want others to notice ...</p>		

Listos para el recreo / Ready for Recess:
Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

	_____ could ... (Name)	Yes	A Good Start	Not Yet	I know this because ...
A-4.1b	• tell me politely I could not play				
A-3.2b	• tell me what game he or she wanted to play				
A-3.1c	• ask me if he or she could play				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

Similitudes / Similarities

Student's Performance Task Description

Your teacher has asked for your help as he or she would like more information about how to best teach Spanish. As your class has had at least one year's experience learning Spanish, your teacher thought you and your classmates would be able to tell him or her which *similitudes* / similarities between English and Spanish have been helpful to remember when learning Spanish.

Principal Outcomes

GC-2 Affirming diversity

- ☐ **GC-2.1 awareness of own language(s)**
 - a. identify similarities between their own language(s) and Spanish
- ☐ **GC-2.2 general language knowledge**
 - b. describe ways that languages can be taught and learned

Supporting Outcomes

S-1 Language learning

- ☐ **S-1.1 cognitive**
 - a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., identify differences between Spanish and their own language

Materials

- A list of examples of cognates and words borrowed from other languages

Alternative Assessment Task

Your parents have been invited to the school for a special second-languages evening. Pick a Spanish-language short story on which you have worked in class. Show your parents how some words from the story are similar to your first language. Explain to your parents how this is helping you learn Spanish.

Similitudes / Similarities

Performance Task Description

Your teacher has asked for your help as he or she would like more information about how to best teach Spanish. As your class has had at least one year's experience learning Spanish, your teacher thought you and your classmates would be able to tell him or her which *similitudes* / similarities between English and Spanish have been helpful to remember when learning Spanish.

Instructions

Create a word list

1. Think about when you listen to and speak in Spanish.
2. Write down the Spanish words that are similar to those in your first language and that have helped you to learn Spanish.
3. Write down anything else about Spanish that is similar to your first language and that has helped you to learn Spanish.

With the word list

1. Write a note to your teacher that explains which specific similarities between your first language and Spanish have helped you to learn Spanish.

Evaluation Tools

- Teacher Checklist and Feedback
- Self-assessment
- Peer/Self-assessment

Similitudes / Similarities: Teacher Checklist and Feedback

Nombre: _____

Fecha: _____

After reading your list, I noticed that you ...

Yes

No

GC-2.1a	<ul style="list-style-type: none"> identified similarities between your first language and Spanish 		
S-1.1a	<ul style="list-style-type: none"> identified differences between your first language and Spanish 		

I liked ...

A suggestion for next time would be ...

Similitudes / Similarities: Teacher Checklist and Feedback

Nombre: _____

Fecha: _____

After reading your list, I noticed that you ...

Yes

No

GC-2.1a	<ul style="list-style-type: none"> identified similarities between your first language and Spanish 		
S-1.1a	<ul style="list-style-type: none"> identified differences between your first language and Spanish 		

I liked ...

A suggestion for next time would be ...

Similitudes / Similarities: Self-assessment

Nombre: _____

Fecha: _____

S-1.1a • use a variety of simple strategies, with guidance

On my word list, I think my most important point was ...

I would like to explain more about ...

I think my observations could help someone else because ...



Similitudes / Similarities: Self-assessment

Nombre: _____

Fecha: _____

S-1.1a • use a variety of simple strategies, with guidance

On my word list, I think my most important point was ...

I would like to explain more about ...

I think my observations could help someone else because ...

¡Esto es cultura! / This Is Culture!

Student's Performance Task Description

Your Spanish class would like to make a display about Spanish culture for the bulletin boards in the school. This display will help visitors understand more about the Spanish culture. Your class has decided to use modern Spanish-language magazines and newspapers to create the display.

Principal Outcomes

GC-1 *Historical and contemporary elements of the cultures of the Spanish-speaking world*

- ☐ **GC-1.1** *accessing/analyzing cultural knowledge*
- a. make observations about the cultures
 - b. seek out information about the cultures of the Spanish-speaking world from authentic sources

Supporting Outcomes

LC-2 *Interpret and produce texts*

- ☐ **LC-2.6** *visual interpretation*
- a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

Materials

- Spanish-language magazines and newspapers
- Paper, glue, markers, pencil crayons

Alternative Assessment Task

Using the Internet, find Spanish Web sites that show Spanish culture. Print out these pages and attach a sticky note that explains what aspect of the Spanish culture is demonstrated. Hand in your pages to your teacher.

Teacher's Note

The student instructions within this performance task include directions to conduct research on the Internet. Students will need teacher guidance when performing such research.

¡Esto es cultura! / This Is Culture!

Performance Task Description

Your Spanish class would like to make a display about Spanish culture for the bulletin boards in the school. This display will help visitors understand more about the Spanish culture. Your class has decided to use modern Spanish-language magazines and newspapers to create the display.

Instructions

1. Consider the question, "*¿Qué es cultura?*" / "What is culture?"
2. Look through a variety of Spanish-language materials (e.g., magazines, newspapers, menus, Web sites, brochures) and look for three examples of culture.
3. Copy, trace or cut out these examples and glue them to your display paper.
4. Include phrases to go with each picture.

Sample sentence starters

- *Éste es un ejemplo de cultura española porque ...* / This is an example of the Spanish culture because ...
- *Esta fotografía muestra ...* / This picture shows ...
- *Yo sé que esto es cultura española porque ...* / I know this is Spanish culture because ...

5. Submit your work.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment
- Peer Assessment

iEsto es cultural! / This Is Culture! Teacher Rating Scale

Fecha: _____

Student	GC-1.1a makes observations of the cultures			GC-1.1b seeks out information about the cultures from authentic sources			LC-2.6.a derives meaning from a variety of visuals			Follow-up Needed? Yes/No
	insightfully	basically	irrelevantly	effectively	basically	ineffectively	effectively	basically	ineffectively	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
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¡Esto es cultura! / This Is Culture!: Self-assessment

Nombre: _____

Fecha: _____

The picture I included is of ...	GC-1.1a, GC-1.1b I know this is about culture because ...
	⇒
	⇒
	⇒
	⇒
	⇒

On my bulletin board display, I tried to demonstrate ...

Something I could do to improve my display is ...

¡Esto es cultura! / This Is Culture!: Peer Assessment

Students can choose one of the following criteria to make a positive comment:
 (GC-1.1a, LC-3.3) gave information about why the picture shows culture
 (GC-1.1b) used real Spanish sources to find your information

Fecha: _____

Criteria:

Querido(a) _____,

On your bulletin board display, I noticed
that you ... 😊

From _____

Fecha: _____

Criteria:

Querido(a) _____,

On your bulletin board display, I noticed
that you ... 😊

From _____

Fecha: _____

Criteria:

Querido(a) _____,

On your bulletin board display, I noticed
that you ... 😊

From _____

Fecha: _____

Criteria:

Querido(a) _____,

On your bulletin board display, I noticed
that you ... 😊

From _____

Juegos de mesa / Board Games

Student's Performance Task Description

Your Spanish class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Spanish. To prepare to play board games from home in Spanish class, you will learn several helpful words and phrases.

Principal Outcomes

<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.1 guide actions of others b. make and respond to a variety of simple requests <input type="checkbox"/> A-3.3 manage group actions a. ask for help or for clarification of what is being said or done in the group
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.1 humour/fun a. use the language for fun

Supporting Outcomes

<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using simple sentences
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.1 interactive a. use a variety of simple interactive strategies, with guidance; e.g., indicate lack of understanding, ask for clarification

Materials

- Useful game-playing words and phrases, posted in the classroom or on handouts
- Board games

Alternative Assessment Task

Your class is hosting a Spanish Games Day for the Grade 4 Spanish class. You will be playing a board game or card game with some Grade 4 students and will teach them some common words and phrases used when playing games.

Juegos de mesa / Board Games

Performance Task Description

Your Spanish class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Spanish. To prepare to play board games from home in Spanish class, you will learn several helpful words and phrases.

Instructions

1. Your class will decide which favourite games will be brought in from home.
2. Discuss what simple words and phrases are needed to play these favourite games.
3. Help to create a list of useful words, phrases and questions in Spanish; e.g.:
 - *¿Me toca? / Is it my turn?*
 - *¿Es mi turno? / Is it my turn?*
 - *¿Le toca a quién? / Whose turn is it?*
 - *¿Puedo tomar una carta/una ficha? / Can I take a card/chip?*
 - *¿Puedo tirar los dados? / Can I roll the dice?*
 - *Te toca. / It is your turn.*
 - *No, le toca a _____. / No, it is _____'s turn.*
 - *Me toca. Es mi turno. / It is my turn.*
 - *Repíte por favor. / Can you repeat that?*
 - *¿Puedes ayudarme? / Can you help me?*
 - Other phrases needed for a specific game.
4. Play games from home and have fun using the Spanish words, phrases and questions!

Evaluation Tools

- Teacher Checklist
- Self-assessment
- Peer-assessment Rating Scale

Juegos de mesa / Board Games: Teacher Checklist

Fecha: _____

The students can ...	A-3.1b make and respond to a variety of simple requests		A-6.1a use the language for fun		LC-2.3a engage in simple interactions	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
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30.						

Juegos de mesa / Board Games: Self-assessment

Nombre: _____

Fecha: _____

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<u>Criteria</u> A-3.1b, • when I asked for LC-2.3a something; e.g., "Is it my turn?" or "Can I roll the dice?"	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-3.1b, • when I asked for S-2.1a help or asked someone to repeat something?	I also noticed that I need help with ...	next time, I will ...

Juegos de mesa / Board Games: Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A-3.1b, LC-2.3a	• ask and respond, using game-playing phrases				
A-6.1a	• use Spanish for fun				
A-3.3a	• ask for help when needed				
Something you did well was ... 					
Some advice for next time would be ... 					
My partner's response to my feedback ... 					

Comité de bienvenida / Welcoming Committee

Student's Performance Task Description

You have volunteered to be a part of the *el comité de bienvenida / welcoming committee* for a Spanish guest speaker visiting your class. Your job is to greet the guest speaker, introduce yourself and help him or her to feel welcome.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> A-1.1 share factual information a. ask for and provide information
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> A-4.1 manage personal relationships a. initiate relationships

Supporting Outcomes	
<i>LC-2 Interpret and produce texts</i>	<input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using simple sentences
<i>LC-3 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> LC-3.4 social conventions a. use basic conventions of courtesy b. use appropriate oral forms of address for people frequently encountered

Materials

- Visual support about greetings, feelings, asking and telling one's age

Alternative Assessment Task

Your Grade 5 Spanish class has invited the Grade 4 Spanish class to watch a Spanish-language movie for children. You are responsible for inviting Grade 4 students and making them feel welcome in the class.

Comité de bienvenida / Welcoming Committee

Performance Task Description

You have volunteered to be a part of the *el comité de bienvenida* / welcoming committee for a Spanish guest speaker visiting your class. Your job is to greet the guest speaker, introduce yourself and help him or her to feel welcome.

Instructions

1. Find a partner. One person acts as the greeter from *el comité de bienvenida* / the welcoming committee and the other as the Spanish guest speaker.
2. Discuss what information might be exchanged between the greeter and the guest speaker.
3. Role-play your dialogue.

Sample role-play

- *Hola Señor/ Señora* _____. *Mi nombre es* _____. / Hello Mr./Mrs. _____. My name is _____.
- *Hola.* / Hello.
- *¿Cómo está usted?* / How are you?
- *Estoy* _____, *gracias.* *¿Cómo está usted?* / I am _____, thank you. How are you?
- *Estoy* _____, *gracias. Bienvenido a la clase.* / I am _____, thank you. Welcome to the class.
- *Gracias.* / Thank you.

4. Switch roles.

Evaluation Tools

- Observation Checklist
- Self-assessment Rating Scale and Goal Setting
- Self-assessment
- Peer Assessment

Comité de bienvenida / Welcoming Committee: **Observation Checklist**

Fecha: _____

Criteria: A-1.1a, LC-2.3a The student asks for and provides information, and engages in simple interactions, using simple sentences

Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

Comité de bienvenida / Welcoming Committee:
Self-assessment Rating Scale and Goal Setting

Nombre: _____

Fecha: _____

	When role-playing, I can ...	Yes	Getting There	Not Yet	What I can do to improve ...
A-1.1a	<ul style="list-style-type: none"> ask the guest speaker for information about himself or herself 				
A-1.1a	<ul style="list-style-type: none"> give information about myself 				
A-4.1a, LC-3.4a	<ul style="list-style-type: none"> greet someone appropriately 				
LC-3.4a, LC-3.4b	<ul style="list-style-type: none"> use polite language when talking to someone my own age 				
LC-2.3a, LC-3.4a	<ul style="list-style-type: none"> use simple sentences when talking to my partner 				
The next time I role-play in Spanish, I ...					

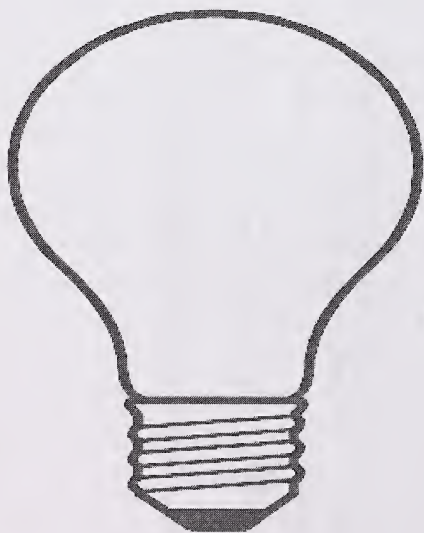
Comité de bienvenida / Welcoming Committee: Self-assessment

Nombre: _____

Fecha: _____

Introducing Myself and Exchanging Information

I did these things well ...



I wish I had done this differently ...

Comité de bienvenida / Welcoming Committee: Peer Assessment

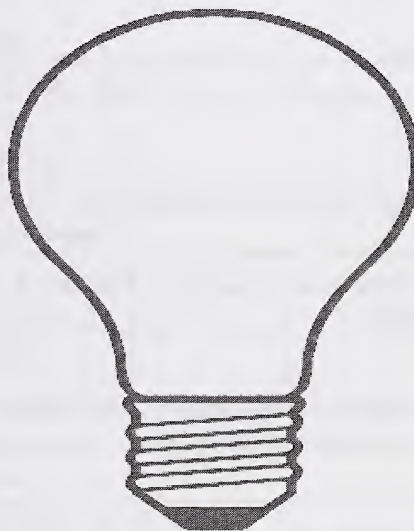
Nombre: _____

Fecha: _____

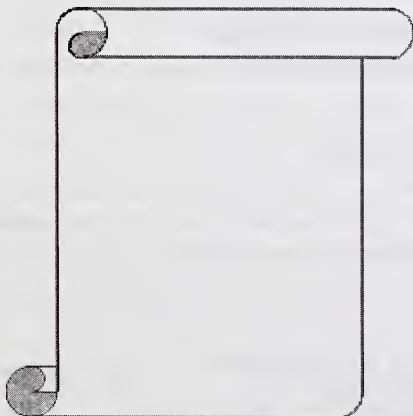
Doy mis impresiones a: _____

Introducing Myself and Exchanging Information

Some advice for next time ...



I really liked how you did this ...



¿Quieres ver la tele? / What's on TV?

Student's Performance Task Description

Your teacher has allowed your class to choose how you would like to learn more about the Spanish culture. Your class took a vote and decided to watch a Spanish-language TV show for children.

Principal Outcomes

GC-2 Affirming diversity

- ☐ **GC-2.3 awareness of own culture**
 - a. recognize similarities between their own culture and other cultures
- ☐ **GC-2.4 general cultural knowledge**
 - b. recognize that culture is expressed through a variety of forms

Supporting Outcomes

LC-2 Interpret and produce texts

- ☐ **LC-2.1 aural interpretation**
 - a. understand short, simple oral texts in guided situations

LC-3 Apply knowledge of the sociocultural context

- ☐ **LC-3.3 variations in language**
 - a. acknowledge and accept individual differences in speech

S-2 Language use

- ☐ **S-2.2 interpretive**
 - a. use a variety of simple interpretive strategies, with guidance; e.g., listen for key words, infer probable meanings from contextual clues

Materials

- A video recording of a popular Spanish-language TV show for children
- A list of strategies to help students understand the show

Alternative Assessment Task

Watch a Spanish-language TV show for children and write a short article about it for the school newspaper. In your article, state the show's title and write about how Spanish culture is reflected in the show. Write about how the Spanish-language TV show is similar to other TV shows your classmates might have seen.

¿Quieres ver la tele? / What's on TV?**Performance Task Description**

Your teacher has allowed your class to choose how you would like to learn more about the Spanish culture. Your class took a vote and decided to watch a Spanish-language TV show for children.

Instructions

1. Discuss or think about what strategies might help you understand the TV show. Your teacher might stop the show occasionally to check which strategies are working and suggest others.
2. Watch a Spanish-language TV show for children.
3. As you watch the show, take notes to record what is similar to shows you watch at home; e.g.:
 - How can you tell who are the good guys or the bad guys?
 - What things, places, people or ideas are similar to what you have seen in TV shows you watch at home?
 - What do you see in the TV show that seems unique to Spanish culture?
 - What do you see in the TV show that is similar to something you have experienced with other cultures?
 - How do the characters sound different from one another?
4. After watching the TV show for children, discuss what you have seen. Discuss how the TV show reflected both the Spanish culture and your own culture.

Evaluation Tools

- Self-assessment
- Self-assessment
- Student Reflections

¿Quieres ver la tele? / What's on TV?: Self-assessment

Nombre: _____

Fecha: _____

Strategies to Use to Understand Spanish in a TV Show

Strategies we thought of in class	S-2.2a How this strategy helped me when watching the TV show for children

The strategy that best helped me understand Spanish in the TV show was ...

Because ...

A strategy I would try to use more in the future is ...

¿Quieres ver la tele? / What's on TV?: Self-assessment

Nombre: _____

Fecha: _____

GC-2.4b

When I watched the Spanish-language TV show for children, I noticed the following about Spanish culture.

- _____
- _____
- _____
- _____
- _____

LC-2.1a

What I noticed about the way the characters talked was ...

- _____
- _____
- _____
- _____
- _____
- _____

I really liked ...

- _____
- _____
- _____

¿Quieres ver la tele? / What's on TV?:
Student Reflections

Nombre: _____

Fecha: _____

Let me tell you about my learning

1. The part of the Spanish-language TV show for children I liked best was ...
2. **LC-2.1a** I understood what the characters were saying when ...
3. I was confused when ...
4. I was surprised when ...
5. A question I have about the TV show is ...
6. Overall, I found the experience of watching a Spanish-language TV show for children to be ...



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